



Do Pearson Licensure Exam Scores Predict Early-Career Teacher Performance?

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Presentation Outline

- Background on suite of three Pearson licensure exams
- Research sample and teacher outcome measures
- Focal licensure exam measures
- Descriptive data on those who pass vs fail exams on first attempt
- Teacher value-added results
- Teacher evaluation rating results
- High-level takeaways

Background on Pearson Exams

- Suite of three licensure exams for elementary and exceptional children general curriculum licensure areas
- *Foundations of Reading*: assesses knowledge of reading development, comprehension, instruction, and assessment
- *General Curriculum Multi-Subject*: assesses knowledge of language arts, history and social sciences, and science and technology
- *General Curriculum Mathematics*: assesses knowledge of numbers and operations, functions and algebra, geometry and measurement, and statistics and probability.

Research Sample and Outcomes

- 1,121 teachers who...
 - Have less than three years of experience in the 2014-15 through 2016-17 school years
 - Have scores on all three Pearson licensure exams
- Two outcome measures
 - EVAAS estimates from the mCLASS Reading 3D exam (K-2) and EOG exams in grades 3-6
 - NCEES ratings from each of the five professional teaching standards
 - Standardized EVAAS estimates by subject and year and NCEES ratings by standard and year across all NC teachers

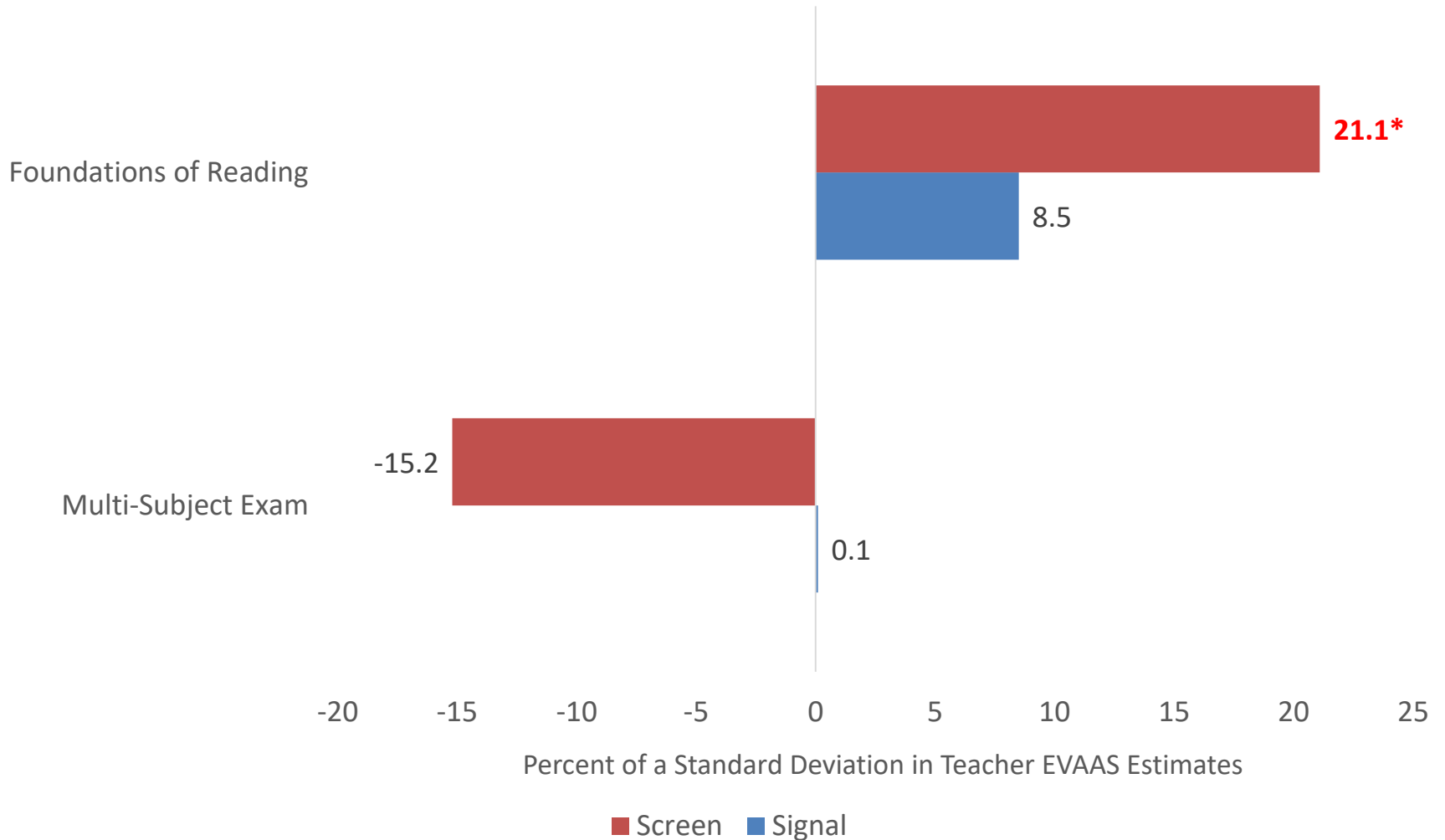
Pearson Exam Measures

- *Screening* models assess whether those who passed the licensure exam on the first try are more effective than those who did not
- *Signaling* models assess whether those with higher licensure exam scores are more effective than those with lower scores
- All analyses control for teacher, classroom, and school characteristics to better isolate the relationships between exam scores and teacher performance

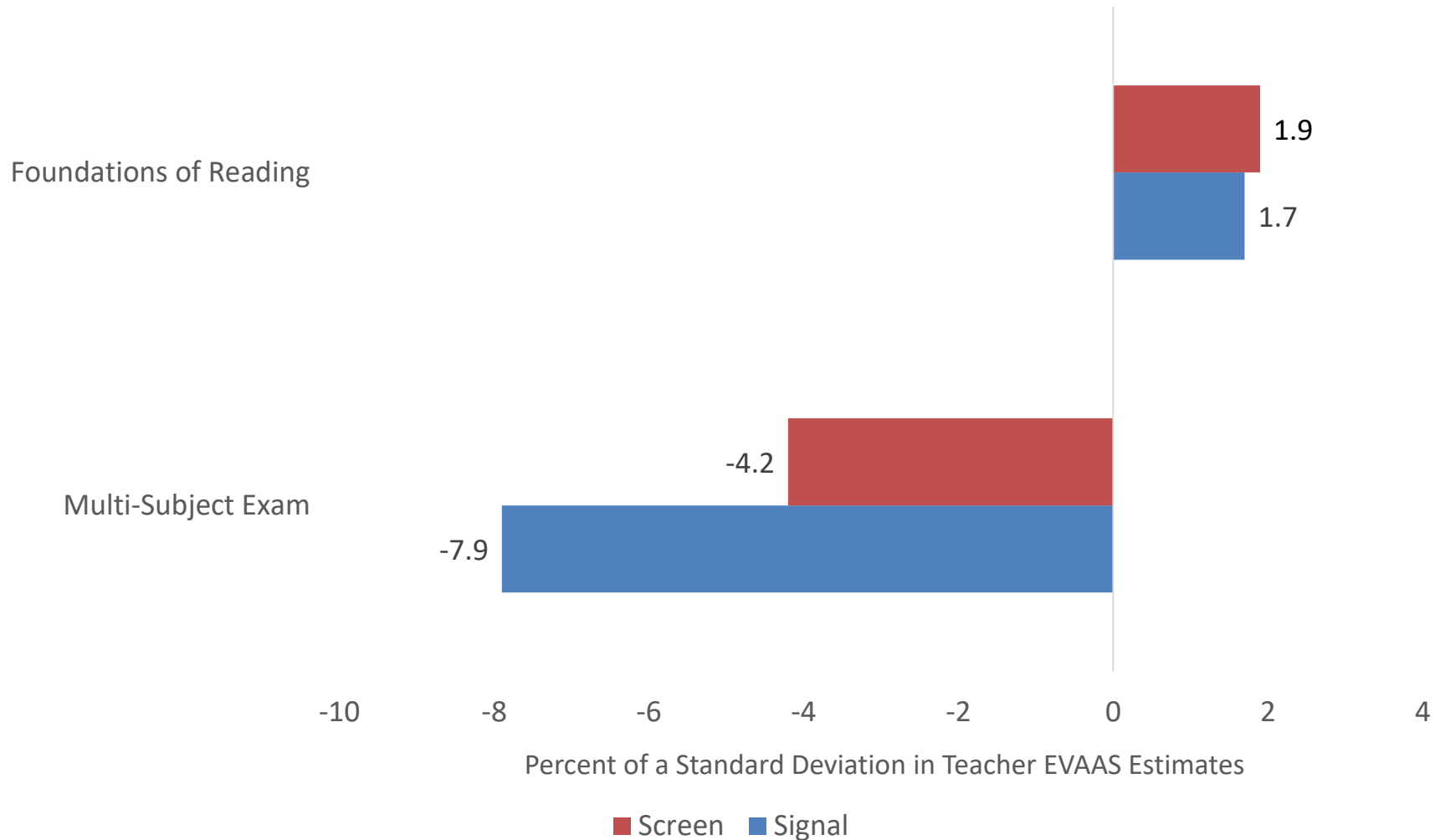
Those Who Pass vs. Fail on the First Attempt

	Foundations of Reading		General Curriculum Multi-Subject		General Curriculum Mathematics	
	Pass 1 st Attempt	Fail 1 st Attempt	Pass 1 st Attempt	Fail 1 st Attempt	Pass 1 st Attempt	Fail 1 st Attempt
Female	93.57	87.25	91.61	93.96	91.67	92.95
Minority	9.35	25.51	10.21	23.87	9.25	20.33
Composite NCEES Rating	15.24	15.11	15.22	15.15	15.23	15.17
EVAAS Index	-0.318	-0.765	-0.399	-0.471	-0.384	-0.476
School Economically- Disadvantaged	57.20	59.53	57.03	60.43	56.76	59.63
School Minority	58.92	60.14	58.68	61.19	58.55	60.46
Performance Composite	56.01	52.54	55.81	52.90	56.27	53.16
School Performance Grade Score	60.43	58.49	60.43	58.24	60.63	58.72
Low-Performing (D or F) School	30.83	33.98	30.18	36.79	30.04	34.47
Percent Passing on First Attempt	76.89		79.30		65.83	

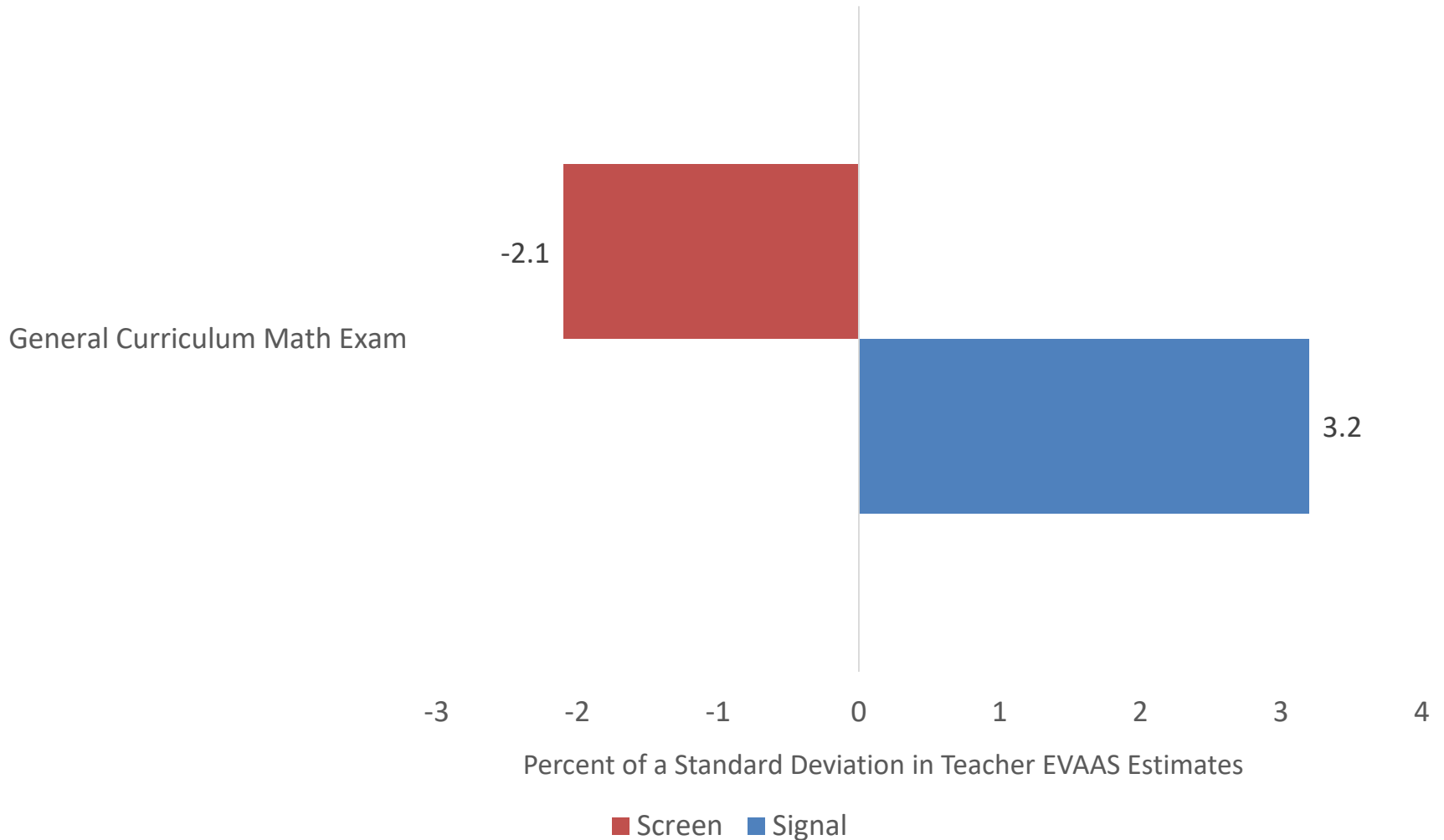
Teacher Value-Added: K-2 Reading



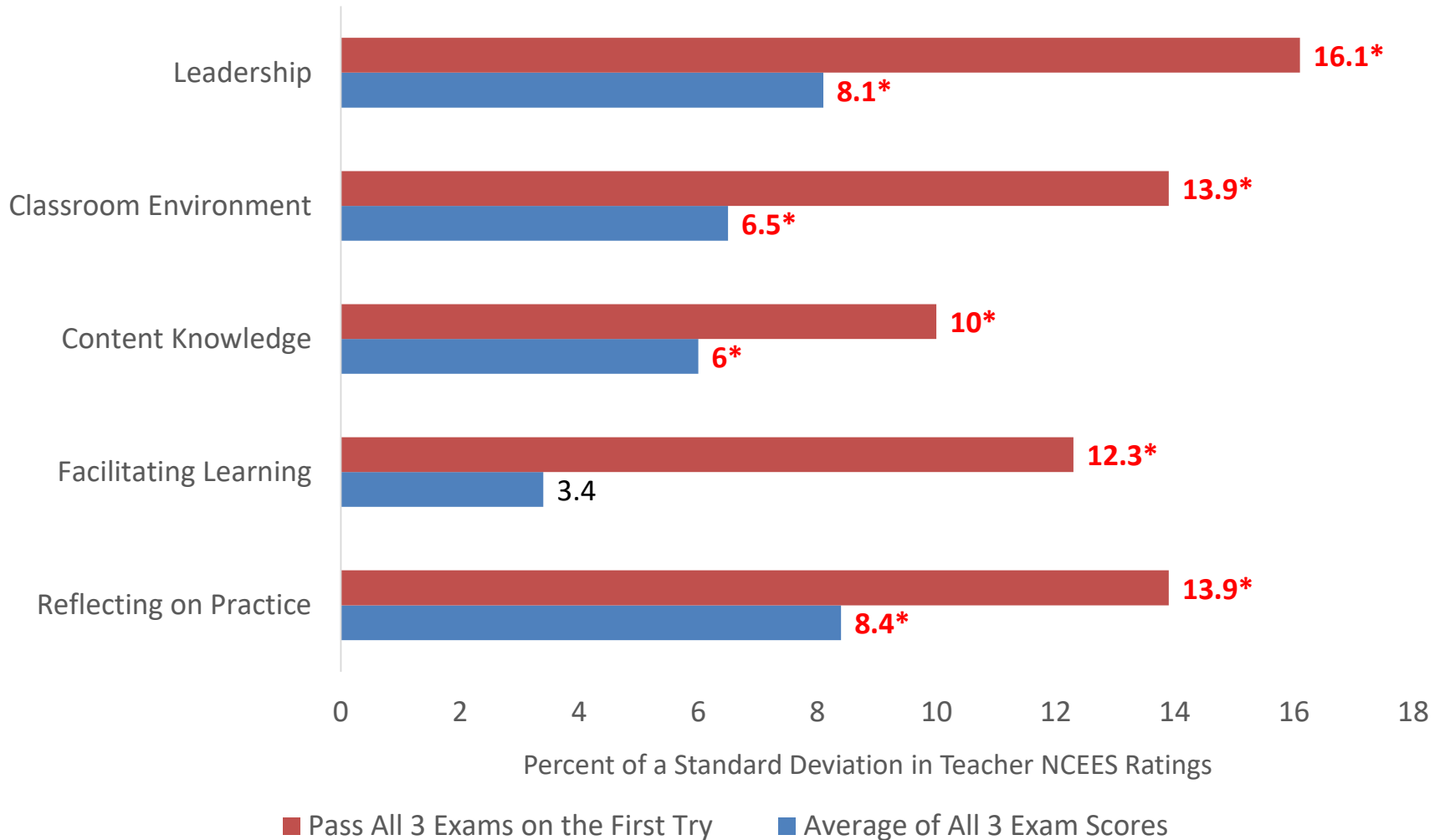
Teacher Value-Added: EOG Reading (3-6)



Teacher Value-Added: EOG Math (4-6)



Teacher Evaluation Ratings



Teacher Evaluation Ratings

	Leadership	Classroom Environment	Content Knowledge	Facilitating Learning	Reflecting on Practice
<i>Signaling Analyses</i>					
Foundations of Reading	0.081*	0.094*	0.039	0.034	0.067+
General Curriculum Multi-Subject	-0.021	0.012	-0.007	-0.019	0.026
General Curriculum Mathematics	0.027	-0.027	0.029	0.020	-0.001

High-Level Takeaways

- Limitation: These are early-analyses with a relatively small sample
- Results indicate that Foundations of Reading scores predict higher EVAAS estimates in K-2 reading but not for the reading EOG (3-6)
- The General Curriculum Multi-Subject exam is unrelated to EVAAS estimates in K-2 reading and for the reading EOG (3-6)
- The General Curriculum Mathematics exam is unrelated to EVAAS estimates on the mathematics EOG (4-6)
- Results are more robust and positive for NCEES ratings; particularly strong for Foundations of Reading